

| | Priority Statement #1: | Priority Statement #2: | Priority Statement #3: | Priority Statement #4: | Priority Statement #5: | Priority Statement #6: | Priority Statement #7: | Priority Statement #8: |
|--|---|---|---|--|---|--|---|--|
| Outcome Statement | SFSO will provide rigorous, effective, and engaging curriculum and instruction for all students to emphasize growth and reduce the achievement gap, with special focus on the following areas: a.) Literacy, particularly in early years, to build a strong foundation for academic success across all grades; b.) Maximizing time on instruction and learning; c.) Differentiated and engaging pathways; d.) Equitable access to highly effective programs; e.) College readiness and/or career preparedness; f.) Holding all schools to high expectations for students' social and emotional growth and development. | SFSO will continue to foster an environment of high expectations combined with focused interventions and support in order to meet the learning needs of all students. | SFSO will provide a nurturing and safe learning experience for all. | SFSO will develop strategies to enhance a culturally responsive workforce. | SFSO will develop strategies to enhance quality and diversity of its workforce. | SFSO will explore strategies to retain high quality staff. | SFSO will support and train staff to encourage innovation and enable them to grow throughout their careers. | SFSO will equip staff with knowledge and tools necessary to effectively engage families, partners, and the community to foster shared responsibility for student success. |
| Goal | SD Report Card Student Performance Goal: As reported on the 2019 SBA: 63% students will reach academic proficiency in math and 72% in ELA. | SD Report Card Student Progress Goal: As reported on the 2019 SBA: 75% students will reach their academic growth standard in math and 78% in ELA. | The number of bullying incidents at Edison Middle School will decrease as reported through the Olweus survey and the number of students reporting a sense of hope will increase as reported on the Gallup Poll. | Staff will implement strategies gained in the Culturally Responsive training and implement those strategies through classroom instruction. | | | | By June 2019, Edison will increase the percentage of those students who attend 90% of the time from 90.00% to 92% or higher as reported through SD Report Card. |
| Strategy 1 | Teachers/teams will analyze data from the SD Report Card related to Student Progress. Teams will utilize assessment data to differentiate instruction to increase student growth/achievement as measured by SBA and MAP. Teams/teachers will monitor student progress and collaborate to support these students. | | PRO-Time teachers will identify at least two students to make connections with in order to increase daily attendance. | The Staff Engagement committee will implement strategies with staff gained through reading the book <i>Cultivate</i> by Jimmy Casas. | | | | Teams will identify at least one student per PRO-Time who were absent 8-15 days the previous school year. |
| Strategy 1 Timeline | 2018-2019 school year | | 2018-19 school year | 2018-19 school year | | | | On Going |
| Strategy 1 Person/Group Responsible | Teams, Teachers, Instructional Coaches | | Pro-time teachers | EMS Staff and Administration | | | | Staff |
| Strategy 2 | Teams will analyze and compare MAP data results and SBA results. Teams will utilize assessment data to differentiate instruction to increase student growth/achievement as measured by SBA or MAP. Teams/teachers will monitor student progress and collaborate to support these students. | | Olweus Bully Prevention Program: Implementing monthly classroom activities to deliver the Olweus Prevention Program. | Grade level assemblies will use core principles in the book <i>"Cultivate"</i> to build on the school motto "One TEAM, One DREAM." | | | | PRO-Time teachers will contact the parent/guardian of the identified student twice per quarter, mid-term and the end of the quarter, to discuss attendance. |
| Strategy 2 Timeline | 2018-19 school year | | 2018-19 school year | Ongoing | | | | On Going |
| Strategy 2 Person/Group Responsible | Teams, Teachers, Instructional Coaches | | Counselors, Olweus Committee, Administration, Staff PRO teachers | Staff | | | | Staff |
| Strategy 3 | Job alike teams will deepen their understanding of common formative assessment and the professional learning communities in order to respond to student learning and develop interventions to support students. | | The building will analyze Gallup Poll data results in the areas of engagement and hope to develop strategies to positively impact instruction. | | | | | At conferences, teachers will share current attendance data for each student to discuss the importance of attendance, stressing the impact attendance has on academic growth both personally and for the Edison community. |
| Strategy 3 Timeline | 2018-19 school year | | 2018-19 school year | | | | | Fall and Spring Conferences |
| Strategy 3 Person/Group Responsible | Teams, Teachers, Instructional Coaches | | Administration | | | | | Administration, staff |
| Strategy 4 | Interventions (Basic Reading, Reading Development, Lit Zone, Power Math and Directed Studies Math) may be provided for non-proficient students to support their learning. | | WEB Advisors will train 8th grade WEB leaders on the principles of inclusion to impact student hope and a sense of belonging. WEB Leaders will implement those strategies in 6th grade PRO-Times once a month. | | | | | Attendance team meetings twice a month |
| Strategy 4 Timeline | Ongoing | | On Going | | | | | Ongoing |
| Strategy 4 person/Group Responsible | Basic Reading instructors, Lit Zone instructors, Special Education District Coordinator, Administration, Power Math instructor, Directed Studies Math instructors | | WEB Advisors, Administration | | | | | counselors, admin, social worker |
| Strategy 5 | All students will set and review academic goals using the MAP Assessment Results | | Grade level assemblies will celebrate our strengths as a school/grade level and be used to implement the motto "One TEAM, One DREAM." | | | | | |
| Strategy 5 Timeline | Ongoing | | Ongoing | | | | | |
| Strategy 5 person/Group Responsible | Core Teachers | | Staff | | | | | |
| Strategy 6 | Teachers will implement two of the four "Cs" (creativity, communication, collaboration, critical thinking) within each lesson observed through drop-ins and evaluations. | | Counselors and staff will continue to identify students who will benefit from the mentor program. | | | | | |
| Strategy 6 Timeline | Ongoing | | Ongoing | | | | | |
| Strategy 6 person/Group Responsible | Administration, team leaders, instructors | | Counselors, Administration | | | | | |
| Strategy 7 | | | The number of students participating in Running Start will increase from the summer of 2018. | | | | | |
| Strategy 7 Timeline | | | Ongoing | | | | | |
| Strategy 7 person/Group Responsible | | | Counselors, Administration | | | | | |
| Strategy 8 | | | Increase the number of participants in Band, Chorus, and Orchestra from the previous year. | | | | | |
| Strategy 8 Timeline | | | Ongoing | | | | | |
| Strategy 8 person/Group Responsible | | | Music instructors | | | | | |
| Data to be Utilized to Monitor or Evaluate Outcome | Smarter Balanced Assessment scores, MAP Growth assessment scores, Classroom Formative and Summative Assessment scores, Drop-in Feedback Reports | | Olweus Bully Survey, Gallup Poll Results, Bully Incident Reporting Form, Office Referrals | | | | | Attendance reports |
| Professional Development Supporting Attainment of Outcome | | | | | | | | |

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| Goal | 100% of students will grow a year and/or achieve grade-level proficiency levels on MAP assessments in Reading, Language Usage, and Math | We will reduce the number of students needing reading and math intervention by 8th grade. | Students will understand the Olweus Bullying Prevention Program Principles and demonstrate empathy and strategies for addressing bullying-like situations. | Staff will understand the complex dynamics of racial, cultural, gender, and socio-economic differences of students and the impact on teaching. | | | Classified staff (EA sub group) will show an increase in workplace engagement. | Attendance rates will increase for students. |
| Strategy 1 | All core teachers will include common formative assessments across each grade level to be created and analyzed using the PLC format. | We will provide interventions (Lit Zone, System 44, and Read 180) for students not yet proficient in reading, including the identification and evaluation of struggling readers. All students entering MMS during the school year will complete the RI. | Students will apply the principles of the Olweus Bully Prevention Program. | Continue to implement Peer Alliance for Gender Equity (PAGE) training for new staff | | | EAs will understand the meaning of the 12 Gallup Survey questions. | Teachers will communicate with parents at conferences about student's current yearly attendance. Information will be provided for teachers to share with parents about the importance of regular attendance. |
| Strategy 1 Timeline | -Introduce PLCs in October/November 2018 -Complete 2 common formative assessments each of the following quarters. | 2018-2019 school year. RI will be given at 3 points during the year for students in reading interventions. All students will receive a Lexile Level Range via MAP assessment at 3 points during the year. | Strategies are directly taught during 8 classroom meetings. | 2018-2019 school year | | | November 2018 | 2018-2019 school year |
| Strategy 1 Person/Group Responsible | ELA, Math, Social Studies, and Science Teachers Instructional Coaches Principals | Reading intervention teachers and counselors | All staff | New teaching staff, PAGE district trainers | | | Shane Wuebben/Principals | Classroom teachers, school administration, counselors, social worker |
| Strategy 2 | All core teachers will include common formative assessments across each grade level to be created and analyzed using the PLC format. | We will provide interventions (Power Math, directed studies math) for students not yet proficient in math, including the identification and evaluation of struggling math students. All students entering MMS during the school year (without data for math proficiency) will complete the MI. | | | | | EAs will understand the students with which they work and the expectations for their position. | |
| Strategy 2 Timeline | Spring 2019 (building in-services) | 2018-2019 school year | | | | | August/September 2018 | |
| Strategy 2 Person/Group Responsible | all core teachers | Math intervention teachers, math teachers, counselors, math instructional coach | | | | | Shane Wuebben and SPED Team Leader | |
| Strategy 3 | All teachers will provide engaging instruction. | | | | | | | |
| Strategy 3 Timeline | 2018-2019 school year | | | | | | | |
| Strategy 3 Person/Group Responsible | all classroom teachers | | | | | | | |

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| Data to be Utilized to Monitor or Evaluate Outcome | MAP assessment (fall, winter, spring) SMARTER Balanced Summative Assessments 6th Grade Writing Assessment Curriculum specific common (unit) assessments Classroom Drop-in Visit data (engagement) | RI and MI assessments MAP assessments | Student safety survey and Olweus Survey Staff building survey on Round-Up (Olweus) lessons and activities | | | | Gallup Survey | Attendance rates Data of students about 5, 8, and 10 days of absence |
| Professional Development Supporting Attainment of Outcome | Core content area PD day PLC PD and follow-up meetings MAP data access and analysis training for all teachers "Teach Like a Pirate" Training | Training with math and reading intervention instructional coaches MAP data access and analysis training for all teachers | New staff will receive training in Olweus program principles. Olweus building team will review current practices. | New staff will participate in three days of PAGE training. | | | PD about the Gallup Survey Work session about students with special needs | |

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| PHMS Goal | Increase the percent of proficient students by 6% in reading as measured by Smarter Balanced Assessment. Increase the percent of proficient students by 2% in math as measured by Smarter Balanced Assessment. 100% of sixth grade students will reach 70th percentile in math and ELA as measured by the MAP Assessment. | Multiple interventions will be employed for students experiencing academic or behavioral difficulties with the goal of decreasing the number of days students are suspended from school (OSS-A/STS, LTS) by 5%. | School Performance Targets: 100% of Patrick Henry's students will feel safe in school 100% of Patrick Henry's staff will feel safe in school 100% of Patrick Henry's students will feel they are treated with respect by staff | PHMS Staff will foster a growth mindset and participate in on-going equity training to focus on recognizing and engaging gap students at PHMS. | Increase the diversity and quality of applicants. | Patrick Henry Administration will Recruit and Retain Highly Quality Staff | Patrick Henry administration will provide space, time, and resources to foster staff innovation and career growth. | Patrick Henry staff will effectively engage families, partners, and the community to foster responsibility for student success. |
| Strategy 1 | Each job-alike will analyze data and implement effective strategies to address identified deficiencies. | Identify students needing intervention through team meetings, SAT, 504 team, or Special Services, and placed in appropriate services. | Continue to implement Olweus Bully Program. Invite outside agencies to speak with student groups to promote positive choices and social/emotional well-being. | Plan PD designed to promote equity, access and agency for a culturally diverse student population. | Include classified staff in PD, committees, and planning congruent with certified staff. | Require all new teachers to attend Patrick Henry University designed to promote school culture, best practices and effective classroom management. | Provide PD time with instructional coaches. | Work with parent groups and community resources such as: PTA, LSS Mentors, SE Behavioral Health, Media, Sioux Falls Police Department. |
| Strategy 1 Timeline | 2018-2019 School Year | 2018-2019 School Year | 2018-2019 School Year | 2018-2019 School Year | 2018-2019 School Year | 2018-2019 School Year | 2018-2019 School Year | 2018-2019 School Year |
| Strategy 1 Person/Group Responsible | All teachers | All | Olweus Team, Counselors, Admin | Administration/PD Committee | | Principals, team leaders, and staff | All teachers and Instructional Coaches | All Staff, community, and volunteers |
| Strategy 2 | Identify and enroll all students reading one or more grade levels below into Literacy Zone/System 44 and/or Power Math. | Utilize the District Progressive Discipline Plan | Select and meet at least once a quarter with a principals' advisory committee to hear concerns of students. | Engage teachers in a book study to provide them with ideas and strategies to build a culturally responsive classroom. | | Provide mentoring to new teachers in curriculum and instructional strategies. | Quarterly collaboration among core teachers. | Patrick Henry will use several forms of communication to connect with parents and other outside agencies. These forms include: Infinite Campus, ParentLink, newsletters, social media, open houses, conferences. |
| Strategy 2 Timeline | 2018-2019 School Year | 2018-2019 School Year | 2018-2019 School Year | | | 2018-2019 School Year | 2018-2019 School Year | 2018-2019 School Year |
| Strategy 2 Person/Group Responsible | All Teachers | Administration and all teachers | Staff, Administration | | | teachers, administration | Encore Teachers and Directors/Admin | Staff |
| Strategy 3 | Implement the use of questions that reflect the rigor and DOK of Smarter Balanced. | Utilize the Team initiated Problem Solving (TIPS) Committee to develop strategies and interventions for helping teachers achieve high expectations and low tolerance for student behavior. | Team teachers will ensure that each student has a positive relationship with an adult in the school. | | | Provide materials and professional development to equip new teachers to develop and implement effective instruction. | Give trainings/updates on how to effectively integrate technology into learning opportunities. | Staff, students, and families will partake in community outreach with but not limited to the following: PTA Parent Informational sessions, IA in a Day, outside speakers, public appearances, STEM partnership. |
| Strategy 3 Timeline | 2018-2019 School Year | | 2018-2019 School Year | | | | 2018-2019 School Year | 2018-2019 School Year |
| Strategy 3 Person/Group Responsible | Core Teachers | | All Staff | | | | Staff, Instructional Coaches, ITS Staff | Staff, students, families, neighbors, and community members |
| Strategy 4 | Teachers will collaborate with job-alike teams across grade levels for curriculum mapping and teachers will collaborate within grade level for cross-curriculum strategies. | | Identified students will be connected to mentors from the community. | | | | | |
| Strategy 4 Timeline | 2018-2019 School Year | | 2018-2019 School Year | | | | | |
| Strategy 4 Person/Group Responsible | Core Teachers and Administration | | Counseling Staff and Teachers | | | | | |
| Data to be Utilized to Monitor or Evaluate Outcome | MI, RI, PI, EOY District Math/Reading Assessments, SBA, MAP | Number of days students receive OSS-A/STS and LTS. | Student Gallup Poll, Olweus questionnaire, student safety survey | Principals will observe strategies implemented during classroom drop-ins. | | Drop-in and Evaluation Feedback | | |
| Professional Development Supporting Attainment of Outcome | Job-alike meetings, curriculum-mapping meetings, grade-level meetings, Instructional Coaches will continue training with all core teachers in 18-19 school year. | Continuing instruction in effective classroom management during staff meetings and building in-service. | 1. New teacher orientation in fall in Olweus Philosophy; 2. Olweus committee planning time/curriculum development; 3. Collaborate with outside agencies to develop programming and identify resources. | Provide training, feedback (through drop-ins) to staff on culturally responsive best practices. Read a book. | Including identified classified staff in professional development and planning for certified staff. | PD Provided by principals and veteran/mentor teachers and materials/resources. | Teachers will be provided substitutes so that they can meet with instructional coaches to review and revise lessons and assessments. | |

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| Strategy 1 - ELA and Math Core instruction | Core/encore 1/2 day for curriculum review and assessment creation along with implementation of 3 yearly writing pieces. We will continue to identify power standards, what assessments connect with those, and evaluate the date from those standards once per quarter in collaboration time. | Provide interventions (Lit Zone, System 44, and Read 180) for students not yet proficient in reading, including the identification and evaluation of struggling readers. All students entering WMS during the school year will complete the MAPS and intervention students will also complete the RI. | | | | | | |
| Strategy 1 Timeline | January 2019 | 2018-19 school year | | | | | | |
| Strategy 1 Person/Group Responsible | All Whittier staff | Reading intervention teachers, counselors, administration | | | | | | |
| Goals | Math and ELA scores will raise 3% on SBA assessment | | | | | | | |
| Strategy 2 - ELA and Math intervention | Tracking of Reading/Math data and its use in collaborations and scheduling | Provide interventions (Power Math, Super Math, Directed Math, Learning center, Lit Zone, System 44, and Read 180) for students not yet proficient in math and reading, including the identification and evaluation of struggling mathematicians and readers. All students entering WMS during the school year will complete the MAPS and intervention students will also complete the RI for reading. The MAP assessment for all grades, and Dreambox for math intervention | Enhancement of Protine curriculum and connections to Whittier Way | | | | | |
| Strategy 2 Timeline | RI/MAP three times during the school year and dreambox three sessions weekly with evaluations every mid-term during the 2018-19 school year. | RI/MAP three times during the school year and dreambox three sessions weekly with evaluations every mid-term during the 2018-19 school year. | RI/MAP three times during the school year and dreambox three sessions weekly with evaluations every mid-term during the 2018-19 school year. | | | | | |
| Strategy 2 Person/Group Responsible | | Reading and Math teachers, counselors, administration | Team leaders and teaching staff | | | | | |
| Goals | | 100% of student will achieve their growth indicators on the RI and MAPS assessments. 100% of all students enrolled in dreambox will move one grade level towards proficiency. | | | | | | |
| Strategy 3 - ELL/Technology | | | | Provide knowledge of the ELLvation software and the can do descriptors. | | | All teachers will participate in one technology learning session led by our technology committee. | |
| Strategy 3 Timeline | | | | 2018-19 school year | | | 2018-19 school year | |
| Strategy 3 Person/Group Responsible | | | | Encore and core staff | | | Teachers and technology committee | |
| Goals | | | | 100% of staff will participate with the ELLvation protocols for data collection | | | 100% of staff will attend one technology session from our choices during the year formed by our tech integrationists | |
| Strategy 4 - PD | | 12 parent calls per month per staff | Gallup Poll | Continue to implement Peer Alliance for Gender Equity (PAGE) training for new staff | | | All teaching staff will participate in a choice professional book talk. | We will continue with fall and spring student led conferences. |
| Strategy 4 Timeline | | 2018-19 school year | Fall 2018 | 2018-19 school year | | | 2018-19 school year | 2018-19 school year |
| Strategy 4 Person/Group Responsible | | Whittier staff | Administration and Wolverine PRO teachers | New teaching staff, PAGE district trainers | | | Administration and teaching staff | Team leaders and administration |
| Goals | | 100% of staff will make 12 parent calls per month | 100 % of staff and students will take the gallup poll in 2018-19 | 100% of certified staff will be PAGE trained | | | 100% of staff will take part in a professional book talk | 100% of staff, parents, and students will participate in student led conferences |
| Strategy 5 - Attendance | | | Our attendance team will work to keep all students below the 10-day marker for attendance. | | | | | |
| Strategy 4 Timeline | | | 2018-19 school year | | | | | |
| Strategy 4 Person/Group Responsible | | | Attendance committee -counselors -admin - protine teachers | | | | | |
| Goals | | | Attendance rate will finish at or above 95% for the 2018-19 school year | | | | | |
| Data to be Utilized to Monitor or Evaluate Outcome | MAP, RI, FastMath, Dream Box, Unit Tests | | Gallup Survey | Behavior referrals | | | Data from Drop-ins | Conference attendance numbers |
| Professional Development Supporting Attainment of Outcome | Job-alike meetings, Instructional Coaches will continue training with Math, Social Studies, Science and ELA teachers in 18-19 school year. | Job-alike meetings, Instructional Coaches will continue training with Math, Social Studies, Science and ELA teachers in 18-19 school year. | Kinolve app | New teachers will be trained in PAGE; | | | Book talks once per month, teachers attend technology sessions led by our technology committee | |